



Faculté des sciences de l'éducation

**L'étude de l'activité théâtrale sur le développement des compétences
de l'écriture créative chez les apprenants du français langue seconde**

**“The study of theatrical activity on the development of creative writing
skills among learners of French as a second language”**

Thèse présentée à la faculté des sciences de l'éducation en vue de
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Title of the study: "The study of theatrical activity on the development of creative writing skills among learners of French as a second language"

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RESUME

The problematic of our study consisted in the fact that SL (second language) French learners have difficulties in creative writing and that the teaching of it, in spite of its importance, remains neglected. The literature review has shown that theatrical activity appears to be a promising approach to writing, especially among elementary students (Cremin et al., 2006, Crumpler 2005, Dunn 2008, and Mehanna 1999), but this approach has not been verified with adult learners.

This is why our qualitative exploratory study aimed to integrate theatrical activity into French SL teaching, to study the development of creative writing in adult learners. That said, our study aimed to identify, first, the perceptions of participating students about the theatrical experience they experienced throughout our educational intervention. In the second place, it proposed to check the impact of this one on the development of their creative writing in French SL.

To collect the data, we selected a sample from adult students who learn French as SL in the University Level II course (FRLS1602). The educational intervention consisted in giving them varied theatrical activities in three complementary stages. Data collected included: an initial assessment to diagnose the level of students in creative writing, a researcher's diary to document participants' progress, interviews to identify their perceptions, and a final assessment to study the development of the student's creative writing at home.

Then we analyzed all the data. It was a thematic analysis for the interviews to identify participants' perceptions and an evaluative analysis of the texts produced to describe the development of creative writing. We corroborated our results with the researcher's journal.

The results of the analysis indicated that theatrical activity was positively perceived by our students. It contributed to the development of their creative writing, in a partial way. This development was influenced by their initial level in French. These results, combined with those of previous research (Annarella, 1999, McNaughton, 1997), suggest that theatrical activity may promote learning of writing in general for learners of all ages.